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ENG 1001G-016: College Composition I

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College Composition I: Critical Reading & Source-Based Writing
English 1001G, Section 014 and 016 :: Coleman Hall 3160
Section 014: MWF 1:00 – 1:50pm
Section 016: MWF 2:00 – 2:50pm

Prof. Caldwell, mcaldwell@eiu.edu

Office: Coleman Hall 3050

Office Hours: M & F 10-11, 12-1, and by appointment.

Required Texts

The Bedford Book of Genres, edited by Amy Braziller and Elizabeth Kleinfeld

Conversations: Readings for Writing, edited by Dominic Dellicarpini and Jack Selzer

A college dictionary of your choice

A reading journal (via D2L)

Course Description

According to the EIU course catalogue, College Composition I focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. Students will develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources.

In my view, a good composition course teaches you to be a better writer as well as a better thinker. It is one of the most valuable and practical courses you can take in college. At EIU, ENG 1001G is a composition course that has been designed to prepare you for your academic career, regardless of your major field of study. The purpose of this course is to help you develop your analytical thinking and reading skills and to help you become an accurate, effective, and persuasive writer.

This course assumes that composition is not something you do just once. Writing is a process, and to do it well, you must spend time developing and revising your work. In this course you will:

1. Develop effective writing processes for producing documents
2. Produce informative, analytical, evaluative, and persuasive writing
3. Effectively and accurately evaluate sources
4. Adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community
5. Recognize how to transfer your writing processes, understanding of rhetorical principles, and genre awareness to other writing situations
6. Find appropriate sources through secondary research, including the use of academic databases
7. Integrate sources ethically and appropriately using at least one recognized citation style
8. Use effective language and delivery skills through speaking opportunities
9. Present work in Edited American English

These are essential communication skills that I hope you will transfer to your future college work and eventually to your professional career.

Keys to Success in ENG 1001G:

1. Attend class regularly and be on time
2. Come to class prepared to participate actively
3. Always do all readings and assignments

4. Bring books to class when required and turn in assignments to D2L Dropbox on time
5. Do not use any electronic device in class unless I have asked you to do so
6. Come prepared on workshop days with full drafts
7. Be an active reader/editor of your own work and that of your peers
8. When you have questions, seek out help from me, your peers, the Writing Center, or other appropriate campus resources (see below)
9. Know that you are in control of your own education; the progress you make will directly correlate to the amount of effort and focus you put into the course
10. Turn in all work on time

Office Hours and Other Campus Resources

Professor Caldwell's office hours: CH 3050, M & F 10-11, 12-1, or by appointment.

Professor Caldwell's email: mcaldwell@eiu.edu

I am absolutely committed to your success in this course and at EIU more generally. I will hold regularly scheduled office hours every week. You do *not* have to make an appointment to come to my regularly scheduled hours: please just come by. If you are not able to come to my office during these hours because of another commitment (for example, your classes conflict with my office hours), please email me or ask me after class about making an appointment. I'm happy to help you at *any* stage in the writing process—whether you are just beginning or are refining your thesis.

Information for Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call [217-581-6583](tel:217-581-6583).

Other Resources

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

The Writing Center

You are always welcome to meet with me during office hours to discuss any writing issues. However, I also encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929.

Classroom Expectations, Absences, and Tardiness

The classroom is meant to be a place of focused, engaged thought and productive discussion. Please do all readings and assignments and bring your texts to class. I expect habitual, thoughtful participation in the daily activities of class. In order to help you achieve this ideal, please silence cell phones or set them to vibrate and put them away. If you choose to use a laptop computer for taking notes during class, please stay on task and do not surf the internet, chat with friends, etc. while in class. Distracting the class from its work is disrespectful to everybody in the room. The first time I catch you texting or chatting or doing other kinds of distracting or irrelevant behaviors, you will receive a warning; the second time you will be asked to leave the classroom and I will count you absent for the day. If you eat or drink in class, please do so discreetly.

You must attend class in order to participate; if you are absent more than 4 times during the semester, your final grade will be lowered by 1/3 a letter grade for each additional absence (so, for example, 5 absences will make a final grade of a B- a C+). If there is a reason why you must be absent from class, please discuss this necessity with me so that we can make sure you do not fall behind in the class. For every two significant tardies (over 5 minutes), you will receive an absence. If you do not have a completed draft on a workshop day, I will mark you absent. If you make a habit of leaving your text or work at home, I will count you absent. In addition, all of these acts will lower your participation grade as well. It is possible to fail this course due to poor attendance.

Academic Integrity and Plagiarism

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). The English Department's policy on plagiarism states the following:

"Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (*Random House Dictionary of the English Language*)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards."

To put this another way: plagiarism absolutely will not be tolerated in this class. If you plagiarize you will fail the assignment and the course. Plagiarists will be reported to the Office of Student Standards and will fail the course. If you are confused about plagiarism at any point in the semester, it is your responsibility to ask me about it before you turn in an assignment.

EIU Early Alert

I want you to be successful in this course and at EIU. If I see you struggling in the course (especially if you miss two or more classes or assignments in a row without communicating with me), I will try to contact you in person or by email to see if I can help. If I don't hear back from you, I will use the University's Early Alert system, which means your RA (if you live on campus) or someone from the Academic Success Center will try to contact you to offer help. This isn't meant to 'get you in trouble,' but to help you avoid trouble.

Assignments

If you miss a class, make sure to ask another class member for the day's assignments. All assignments are due at the beginning of class on the day indicated. Late assignments will rarely be accepted unless permission has been granted in advance. Please follow standard academic conventions regarding formatting:

- All essays should be typed, double-spaced, 1-inch margins and in 11- or 12-point Times New Roman font (or a rough equivalent).
- Each essay should include a single-spaced heading with your name, date, and the course number.
- Each essay should include an original, thought-provoking title.
- Each essay should be turned in with all draft and workshop materials.
- All summaries, paraphrases, or quotations of any outside sources **MUST** be documented using MLA documentation style or another appropriate style (e.g. APA, CBE, CMS, etc.)

Late work will not be accepted; however, you are allowed to turn in **one** paper up to 48 hours late during the course of the semester without any penalty. You may choose to do this if you find that you require an extension, in the case of an emergency, or in the case that you forgot your paper at home. Just beware that once you've used it, every other late paper will be counted off a full letter grade for each day it comes in late after the first day, which is automatically deducted as a full day. So, if a paper is due on Monday at 3:00 p.m. and you turn it in at 5:00 p.m., the highest grade you can receive is a B; if you turn it in on Tuesday at 3 p.m., the highest grade you can receive is a C, etc. I highly encourage you to turn in *all work* because numerically it is much easier to recover from an F than it is to recover from a 0.

Writing Journal Assignment

You are required to post a discussion forum response on D2L for each set of readings in the course. Your response should be posted by midnight the night before class and should be between 150-250 words. The purpose of these response posts is to help you develop your reading and critical thinking skills and to spark ideas for your papers. See the Writing Journal Assignment for details about how to create a strong response post.

Assignments, Grade Distribution and Scale

Assignment	Weight	Final Grading Scale	
Essays (5 total)	50% (10% each)	90-100	A
Final Portfolio	30%	80-89	B
Writing Journal (via D2L Discussion Forum)	10%	70-79	C
Class participation and preparation	10%	60-69	D
		Below 60	F

The Electronic Writing Portfolio (EWP)

The Electronic Writing Portfolio, or EWP as it is more commonly known, is a university requirement for all students. All students must submit three writing samples by the end of their senior year in order to graduate. According to the EWP website, these writing samples can come from any class, but they "must be at least 750 words in length and written in Standard English." They must also be "a coherent writing sample that connects ideas within and between paragraphs." Since you will be writing many papers in ENG 1001G and ENG1002G, it is a good idea to choose your best work from these classes and to submit it. For more information, see <http://www.eiu.edu/assess/ewpmain.php>.

English 1001G Course Calendar

This course calendar will change as needed throughout the semester. Changes will be announced in class and an updated calendar will be posted on D2L as needed.

Date	In class work	Homework due by class time on this date
M 8/19	Course Introduction: goals and expectations for the course.	
W 8/21	Diagnostic essay on "Is Social Media Hurting Our Social Skills" and quiz on effective email communication.	Read "Effective Email Communication" and "Is Social Media Hurting Our Social Skills?" (links on D2L)
F 8/23	What is genre? How do we identify the genre of a text? How do we write using "genre conventions"?	Read "Understanding Genres," p. 1-16 in <i>The Bedford Book of Genres</i>
Unit 1: Evocative Objects: Writing to Inform		
M 8/26	Narrative Genres. In-class practice with memoir (p. 66).	Read "Narrative Genres," p. 38-47 and p. 57-64 in <i>The Bedford Book of Genres</i>
W 8/28	Discuss Turkle's concept of "evocative objects." Close reading: strategies to do it well. Begin working in groups.	Read "Evocative Objects" by Sherry Turkle (posted on D2L).
F 8/30	Identify characteristics of "evocative objects" essay genre	"1964 Ford Falcon" by Judith Donath (posted on D2L). Review guidelines in the Writing Journal Assignment and write a response post about the elements you liked best about Donath's essay. Make sure to comment on at least two other response posts.
M 9/2	Labor Day—No Class	
W 9/4	Group presentations on evocative objects essays Discuss essay assignment 1.	Groups assigned to read one essay in <i>Evocative Objects</i> to read (essays posted on D2L) and analyze. Group must present their findings to class. Read essay 1 assignment and "Understanding Assignments"
F 9/6	Pre-writing strategies and practice. Elements of an effective introduction.	Decide upon your evocative object and bring it (or a picture of it) to class. Write a journal post describing your evocative object and why you are choosing it. Respond to at least two other response posts with a question about the post.

M 9/9	Workshop essay 1 in class. Paragraphing and transitions.	Write a full draft of essay 1. Bring your draft to class.
W 9/11	In class work on paragraphing.	Revise your essay and bring essay to class.
F 9/13	Individual conferences in Professor Caldwell's office (CH 3050).	Revise essay. Essay 1 due via D2L by midnight on Friday, 9/13.
Unit 2: Sustainability in the 21st Century: Textual and Visual Analysis		
M 9/16	How to read to analyze: strategies for critical reading. Rhetorical appeals: ethos, pathos and logos. Writing to analyze.	Read "Informative Genres," p. 87-97 in <i>Bedford Book of Genres</i> .
W 9/18	In-class discussion and work on rhetorical analysis.	Read Steven Sexton in <i>Conversations</i> , p. 552-560. Post writing journal response.
F 9/20	In-class discussion and work on rhetorical analysis.	Read Michael Pollan, in <i>Conversations</i> , p. 583-590. Post writing journal response. Read essay assignment 2.
M 9/23	In-class discussion and work on rhetorical analysis.	Read Victoria Moran, in <i>Conversations</i> , p. 602-605. Post writing journal response. Read essay assignment 2.
W 9/25	Pre-writing work in class for essay 2. Organization and topic sentences.	Choose and read essay for essay assignment 2. Bring notes on the essay to class.
F 9/27	Incorporating evidence with analysis.	Write draft of essay 2. Bring draft to class.
M 9/30	Draft workshop for essay 2. Reverse outline. Sign up for individual conferences.	Revise draft and bring revised draft to class.
W 10/2	Mandatory individual conferences on essay 2.	Revise draft and bring a printed copy your revised draft to conference.
F 10/4	Mandatory individual conferences on essay 2.	
M 10/7	Editing work: sentence level issues TBD.	Revise draft and bring to class.
W 10/9	How to read a visual text: strategies for close reading.	Essay 2 due via D2L by midnight.
F 10/11	Fall Break—No Class	
M 10/14	In-class work on visual rhetorical analysis.	
W 10/16	In class presentations. Present image to class and explain its rhetorical features.	Identify an image (advertisement, infographic, homepage of a website, etc.) related to the environment/sustainability.

		Post the image on your response and discuss its visual characteristics.
F 10/18	In class presentations. Present image to class and explain its rhetorical features. Strategies for writing an in-class essay.	
M 10/21	In class essay on visual analysis (essay 3).	
Unit 3: Advocacy at EIU: Persuasive Writing		
W 10/23	In-class group work on essay assignment 4.	Read essay 4 assignment. Do research into an advocacy campaign that could be brought to EIU. Read "Persuasive Genres," p. 176-186 in <i>Bedford Book of Genres</i> .
F 10/25	Characteristics of effective proposal writing. Groups decide on topic, submit abstract in class. Evaluating sources.	
M 10/28	Library Day. Meet at the instruction classroom on the 4 th floor of Booth Library.	
W 10/30	Managing evidence and sources. Group work on developing persuasive proposal	Research sources. Every group member should bring one annotated source to class.
F 11/1	Library Day. Meet at the instruction classroom on the 4 th floor of Booth Library.	
M 11/4	In-class work and revision of proposal.	Write draft of proposal.
W 11/6	Develop infographic and/or visual aids for proposal.	Read "Drafting a Chart/Infographic" in <i>Bedford Book of Genres</i> , p. 117-125.
F 11/8	Work on in-class presentation.	Revise proposal and prepare group presentation.
M 11/11	Group work to finalize project.	
W 11/13	Group Presentations	Written proposal (essay 4) due by midnight on Sunday, 11/10
F 11/15	Group Presentations	
Unit 4: Reviewing a Foreign Film: Evaluative Writing		
M 11/18	Film and genre.	Read guidelines for essay 5. Reading about film analysis on D2L. Read one film review of your choice and post a Writing Journal entry on the characteristics you notice in the film review (include a link to the review).

W 11/20	In-class work on film review.	Watch a film to review from list provided (see assignment sheet).
F 11/22	In-class work on film review. Discuss requirements for final portfolio.	Read portfolio and artist's statement assignment.
M 11/25 – 11/29	Thanksgiving Break: No Class	
M 12/2	Workshop film review (essay 5). Discuss strategies for assembling and revising work for portfolio.	Write draft of film review.
W 12/4	Portfolio work and artist's statement.	
F 12/6	Continue portfolio work. Course evaluations	

There is no final exam in English 1001G. Your Final Portfolios will be due by Sunday, December 8 at midnight via D2L Dropbox.